Lostwithiel Primary School Key Skills for Geography

Year	Geographical enquiry and skills	Knowledge and understanding of places	Knowledge and understanding of patterns and processes	Knowledge and understanding of environmental change and sustainable development	Topic & term taught/ covered
1	I ask what is this place like? (1a) I can identify buildings in a street. (1b) I am starting to describe places using geography words such as natural and built (and also see 3a-3e below). (1b) I look at places and can draw features I like or dislike, sorting them into groups. (1c) I take digital photographs of a locality and use them back in the classroom to help describe a place. (1d) With support I can mark on a map of the local area, the location of the school. (1b)	I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) (3a) I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline. (3a) I can say where somewhere is using words such as close to the school, far away from the school, town or city name. (3b)	I notice where things are and can discuss other features in the environment. (4a)	I understand that the weather changes throughout the school year and can discuss changes in the environment. (5a)	
2	I tell others' the things I like and dislike about a place. (1c) I use words, pictures, bar charts, and pictograms to help me describe places. (1d) I use books, stories, and other information to find out about places. (2d) I can make a simple map the classroom (building up from a map of the desk that shows a ' birds' eye' view of the layout.) (2e)	I can say how a place is like another place (This is a busy/built up/ farming/ seaside/countryside place, just like… This is a quiet place but …is a busy noisy place) (3d) I am starting to understand that paths, roads, air, and sea link	I notice changes in weather and landscape. (4b)	I can suggest simple ways I could improve somewhere near the school and how the environment can be improved. (5b)	

	I can make drawings of an area I am finding out about. (2b) I can use geographical vocabulary. (2a)	places to others'. I also know some of the reasons places are linked: holidays, leisure, work, food, people moving to another country/place. (3e)			
3	I ask what is this place like? What and who will I see in this place? Why are these people here and what are they doing? (1a) I tell others' the things I like and dislike about a place and give clear reasons that I write in clear sentences. (1a) I use words, pictures, bar charts, Venn diagrams, pictograms, and tables to help me describe places. (1b) I look at places and draw features I like or dislike, sorting them into groups. (1c) I take digital photographs of a locality and use them back in the classroom to help describe a place, adding geography words. (1e) I can mark on a map of the British Isles, where I live and any other locations I know about. (2c) I can mark on a map of the world, The British Isles, My country of birth (if different) and any other locations I have discussed in class. (2c) With help I can mark on a map of the local area, the location of the school and any other features I know about. (2c) I use books, stories, and other information to find out about places and I keep this in an organised way. (2d) My maps are labelled with geography words I have learned (and may include teacher drawn NWSE compass rose) (2e) I can read maps that have grid references (A1, B1 etc) (2c) My maps contain a key with symbols or colours to help identify features. (2e)	I can say what type of buildings are in a place (houses, shops, offices, flats, farm buildings etc) and use this to decide whether a place is a city, town, village, coastal or rural. (3a) I say what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods, coastline. (3a) I can say where somewhere is using words such as the city or town name, and the region (or continent for studies further afield). (3c) I can say why places have become as they are (lots of shops bring lots of people/ farmland is quiet because people don't have much need to go there) (3d) I can say how a place is changing (e.g. new houses being built.) (3e) I can say how a place is like another place (This is a busy/built up/ farming/	I can make observations about where things are located and about other features in the environment. (4a) I can recognise changes in physical and human feature. (4b)	I understand that the weather changes throughout the school year and can discuss changes. (5a) I can see different points of view about how a locality can be improved. (5b)	

		seaside/countryside place, just like… This is a quiet place but …is a busy noisy place) (3f)			
		I know that paths, roads, air, and sea link places to others. I also know some of the reasons places are linked: holidays, leisure, work, food, and people moving to another country/place. (3g)			
4	I ask, "Which PHYSICAL features does this place have?" (1a)	I can describe a place using information I have found out using my geography words well. (3a)	I can identify the parts of a river and understand how land use is different along the river's course. (Source, meander, mouth) and areas around (flood plains).	I understand that the weather changes throughout the school year and can discuss weather around the world. (5a)	
	I ask, "Which HUMAN features does this place have?" (1a)	I compare places that I have studied using the physical and human features for my comparisons. (3b)	**OR**	I can discuss an environmental issue either in the local area or an area I am studying. (5a)	
	I describe different points of view on an environmental issue affecting a locality. (1d)		I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves). (4a)		
	I use my writing skills to communicate what I know. (1e)	I give some reasons for the similarities and differences between places, using geographical language. (3f)		I can suggest how a locality can be improved. (5a)	
	I use my maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc) (1b)		I can explain the process of erosion and deposition (at **either** the coast **or** in a river). (4b)	I know how I can contribute to a reduction in climate change. (5b)	
	I use my ICT skills to help me find out information and present what I have found out. (2f)	When I describe where a place is I use the 8 points of the compass to describe its position. (3g)			
	I make detailed sketches of the features of a location. (2b)	When I describe where a place is, I use country, region and names of towns, cities, and rivers. (3g)	I know how erosion, deposition and flooding can affect people.		
	I devise questionnaires to find out local opinions on an issue. (1d)				
	I look at maps of areas I am studying and identify features. (2c)	I know where the British Isles are and can name			
	I draw simple maps and plans of localities I have studied that include keys. (2e)				
	I am beginning to use the contents and index pages of an Atlas to find places quickly. (2d)				

	I have looked at how a map is a flat representation of a place on the globe. I have used a globe to explore the nature of our world and can point out the North and South poles. (2e) I use the internet to help find out about a location, including aerial photographs (e.g.. Google Earth) (2f) With help I can plan a route using 8 points of the compass. (2g)	The United Kingdom (England, Scotland, Wales & Northern Ireland), and The Republic of Ireland. (3g) I can name the capital cities London, Dublin, Edinburgh, Cardiff and Belfast. (3g) I can name and identify the rivers Plym, Tavy and Tamar.(3g) I can name and locate The English Channel. (3g) I can name the significant places and features of a location I am studying (and of my country of birth.) (3g)	(4a) I can identify how a place where people live (settlement) has changed over time and give some reasons for this, giving precise observations or research as evidence for this. (4b) I use both physical and human factors in my explanation. (4b) I can compare places where people live and give reasons for the differences. (4b)		

| 5 | I ask, "Which PHYSICAL and HUMAN features does this place have?" (1a)

I give reasons for why some of those features are where they are. (1c)

I ask, "What may this place be like in the future?" (1a)

I collect statistics about people and places and present them in the most appropriate ways. (1b)

I map land use of a location with given criteria. (e.g. leisure, shopping, residential etc) (1b)

I describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. (1d)

I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at. (2d)

I choose the most appropriate writing skills to communicate what I know. (1e)

I choose the most appropriate maths skills to help me record and present my observations. (Charts, graphs, tables, scales etc) (1b)

I choose which of my ICT skills to use to help me find out information and present what I have found out. (2f)

I use the terms PHYSICAL and HUMAN accurately and can describe these features. (2a)

I am confidently using geography words (see 'recommended geography words list') (2a)

I make field sketches of the features of a location, labelling them with appropriate geography words. (2e)

I make careful measurements, as appropriate, (eg. of rainfall, temperature, distances, depths) and record these in the most | I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy. (3b)

I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. (3f)

When I describe where a place is, I use continent, country, region and names of towns, cities, and rivers. (3g)

I can name and locate all places and features learned previously and:

I can name the significant places and features of a location I am studying (and of my country of birth.) (3b)

I can name and locate the continents (Africa, Asia, Europe, North America, South America, Antarctica) (3g) | I can identify the parts of a river (source, meander, mouth) and areas around (flood plains). (4a)

I can explain the process of erosion and deposition (at **either** the coast **or** in a river). (4b)

I know how erosion, deposition and flooding can affect people. (4a)

I can describe a place in terms of how economically developed it is. (4b)

I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation. (4a)

I can compare places where people live and give reasons for | I know that weather changes throughout the school year and can discuss changes, relating this to news and opinions about climate change. (5a)

I can summarise an environmental issue , its possible causes, and solutions either in the local area or an area I am studying. (5a)

I can suggest more than one solution as to how a locality can be improved. (5b)

I know how I can contribute to a reduction in climate change. (5b)

I can summarise ways that people are trying to manage an environment. (5b) | |

			the differences. (4b)	
	I draw maps and plans of localities I have studied that include keys, grid references, a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. (2e)

I use the contents and index pages of an Atlas to find places quickly, and use my knowledge of the 7 continents to help me locate places in the contents. (2d)

I use aerial photographs to match features on a map to the photograph. (2d)

I use aerial photographs to help describe a location in more detail. (2d)

I identify buildings and land use by using aerial photographs. (2d)

I use the internet to help find out about a location (e.g. Google Earth) (2f) | | | |
| 6 | I ask, "What may this place be like in the future?" and describe the possibilities, giving reasons that I back up with my evidence. (1a)

I map land use of a location and devise my own criteria. (e.g. leisure, shopping, residential etc) I summarise different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. (1d)

I find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at. (1c)

I choose the most appropriate writing skills to communicate what I know and combine these skills with mathematics and ICT skills I understand how the physical features of a location can affect the human activity and can give examples of this (e.g. leisure and tourism in a hot country, cities near rivers etc) (1e)

I make detailed field sketches and combine these with digital | I compare and contrast places that I have studied using the physical and human features for my comparisons, and my knowledge of continents, countries, climate, temperature, and economy. (3b)

I give some reasons for the similarities and differences between places, using geographical language and what I know about relationships between countries. (3f)

When I describe places, I do so in terms of its economic development as | I can identify the parts of a coastline (river mouth, beach, cliffs, stacks, caves) (4a)

I can explain the process of erosion and deposition (at **either** the coast **or** in a river) (4b)

I know how erosion, deposition and flooding can affect people | I keep a class weather chart throughout the school year and discuss changes, relating this to news and opinions about climate change. (5a)

I collect temperature and rainfall information and keep this on a class record sheet throughout the school year. (5a)

I can summarise an environmental issue, its possible causes and solutions either in the local area or an area I am studying. (5a) | |

images of the features of a location, labelling them with appropriate geography words. (2e) My field sketches and digital images/data show layouts, patterns or movement (as appropriate) (2b) I look at and make detailed maps of areas I am studying, including any patterns that are apparent using appropriate colour coding to show these patterns. (2c) I draw maps and plans of localities I have studied that include keys, four figure grid references and I can use these four figure references to find 6 figure references. (e.g.: 221,151), a scale (e.g. 1 square =1KM), a compass rose, indicating North and standard Ordnance Survey symbols. (2e) I use the contents and index pages of an Atlas with confidence and speed. (2d) I use aerial photographs to identify patterns (such as 'ribbon development', industry around rivers, ports etc) (2d) I use the internet to help find out about a location (e.g. Google Earth).(2f) I use knowledge of time zones to work out journey times around the world. (2g) I understand scales of maps, such as 1:25 000 (1cm represents 25 000 cm in real life) (2g)	well as other features. (3g) I can name and locate all places and features learned previously and: The three largest mountain ranges in the world: The Andes, the Himalayas and the Rocky Mountains. (3g) I can name and identify the three longest rivers in the world: The River Nile, the Amazon and the Mississippi. (3g) I can name and identify the largest desert in the world, The Sahara (3g) I can name and identify the oceans: The Arctic, Atlantic, Indian and Pacific.(3g) I can name and locate the two canals linking seas or oceans: The Panama and the Suez Canals (3g) I can name and identify the main lines of latitude (poles, equator, tropics, the prime meridian) (3g)	(4a) I can describe a place in terms of how economically developed it is. (4b) I can identify how a place where people live (settlement) has changed over time and give some reasons for this, using both physical and human factors in my explanation. (4b) I can compare places where people live and give reasons for the differences. (4a)	I can suggest more than one solution as to how a locality can be improved. (5b) I know how I can contribute to a reduction in climate change. (5b) I can summarise ways that people are trying to manage an environment. (5b)	